8TH GRADE PROGRAM OF STUDIES

	Recipe for a Fire	Stopping the Flames	Fire & Man – Friend or Foe	Hot Habitats	Plot Monitoring	Acre by Acre	Fire & Weather	Weather in you pocket	Firefighting costs Money
GRADE 8 ENGLISH/LANGUAGE ARTS									
Reading									
Students will									
❑ read and understand a variety of materials, making connections to students' lives, to real world issue, and/or to current events.			X	X			X		
❑ analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.			X	X			X		X
❑ evaluate the effectiveness of techniques and organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks.	X								X
❑ identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.			X						
❑ employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.			X	X			X		X
Writing									
Students will									
❑ respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).			X	X					
❑ access technology and other resources to learn and to write, developing independent ideas, synthesizing information to support ideas, and using appropriate source citations.			X						X
❑ write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.				X					X
❑ write personal pieces to communicate ideas.				X					
Speaking/Listening/Observing									
Students will									
❑ collaborate to gather and interpret information from observing, speaking, and listening and to prepare and deliver messages and products.						X	X		X
❑ apply listening, speaking and observing skills to conduct authentic independent inquiry tasks in order to create products (additional supporting Academic Expectation 5.1).		X			X	X	X	X	X
Inquiry									
Students will									
❑ follow a logical, organized plan of inquiry to learn and to complete tasks (additional supporting Academic Expectation 5.5).			X	X	X	X			X
❑ evaluate the appropriateness of resources and of ideas and information gained through inquiry.								X	
❑ create products by accessing a variety of appropriate personal, community, and/or global sources, both print and nonprint (additional supporting Academic Expectation 6.3).			X						X
Technology as Communication									
Students will									
❑ use the most appropriate technology to access ideas and information for authentic tasks.			X		X	X		X	X
❑ analyze the effectiveness of various technologies for specific purposes, audiences, and situations.								X	

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GRADE 8 MATHEMATICS									
Number and Computation									
Students will									
❑ use percents, decimals, integers, and fractions (including percents less than 1).	X							X	X
Geometry and Measurement									
Students will									
❑ develop and apply proportionality and relationships between scale models and actual figures.						X			
Probability and Statistics									
Students will									
❑ collect, organize, analyze, and interpret data in a variety of graphical methods (e.g., circle graphs, scatter plots, box and whisker plots, histograms).					X				
❑ make predictions, draw conclusions, and verify results from statistical data and probability experiments.					X	X			
❑ select an appropriate graph to represent given data and justify its use.					X				
❑ recognize that statistics can be interpreted in many ways.					X				
❑ identify and describe the number of possible arrangements of several objects, using a tree diagram or the basic counting principle, and make a sample space represented in the form of a list, picture, chart, or a tree diagram.					X				
❑ investigate and explain the role of probability in everyday decision making.					X				
Algebraic Ideas									
Students will									
❑ represent, interpret, and describe functional relationships through tables, graphs, and symbolic rules (input/output).					X				
❑ explain how change in one variable affects change in another variable (e.g., in distance equals rate times time, increasing time, increases distance).					X			X	
GRADE 8 SCIENCE									
Scientific Inquiry									
Students will									
❑ identify and refine questions that can be answered through scientific investigations combined with scientific information.					X	X		X	
❑ use appropriate equipment (e.g., barometers), tools (e.g., meter sticks), techniques (e.g., computer skills), technology (e.g., computers), and mathematics in scientific investigations.					X	X		X	
❑ use evidence (e.g., computer models), logic, and scientific knowledge to develop scientific explanations.	X				X	X	X	X	
❑ design and conduct different kinds of scientific investigations to answer different kinds of questions.						X		X	
❑ communicate (e.g., write, graph) designs, procedures, and results of scientific investigations.					X	X			
❑ review and analyze scientific investigations and explanations of other students.					X			X	
Physical Science									
Students will									
❑ analyze properties (e.g., boiling point, solubility) and changes of properties in matter.	X								
❑ investigate transfer of energy (e.g., heat, light, electricity, mechanical motion, sound).	X								
Earth/Space Science									
Students will									
❑ investigate the structure of the Earth system (e.g., lithosphere, rock cycle, water cycle, weather, climate).							X	X	

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Life Science									
Students will									
❑ investigate and analyze populations and ecosystems.				X					
Applications/Connections									
Students will									
❑ examine the interaction between science and technology.					X	X		X	
❑ recognize how science is used to understand changes in populations, issues related to resources, and changes in environments.	X	X	X	X	X			X	
❑ examine the role of science in explaining and predicting natural events (e.g., floods, earthquakes, volcanoes).	X	X			X				
❑ use science to evaluate the risks and benefits to society for common activities (e.g., riding on airplanes, choice of habitation).	X			X	X		X	X	
❑ describe the effects of science and technology (e.g., television, computers) on society.			X						
❑ demonstrate the role science plays in everyday life and explore different careers in science.	X	X			X		X	X	
❑ recognize that science is a process that generates conceptual understandings and solves problems.	X	X			X	X	X	X	
GRADE 8 SOCIAL STUDIES									
Historical Perspective									
Students will									
❑ use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.			X						
❑ recognize cause-and-effect relationships and multiple causes of events in United States history.			X						
❑ examine the impact of significant individuals and groups in early United States history.		X	X						
❑ recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history.		X	X						
Geography									
Students will									
❑ examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influence culture and society in the United States.			X						
❑ examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).		X	X						
❑ investigate how Americans used technology, especially in early American history, to modify the environment.		X	X						
Culture and Society									
Students will									
❑ examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past.			X						
❑ analyze social interactions among diverse groups and individuals in United States history.			X						
❑ analyze social interactions, including conflict and cooperation, among individuals and groups in United States history.			X						

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GRADE 8 HEALTH EDUCATION									
Individual Well-Being									
Students will									
❑ practice group processing strategies (e.g., collaboration).		X		X	X		X		
❑ practice conflict resolution strategies.		X					X		
Consumer Decisions									
Students will									
❑ consider environmental issues when making consumer decisions.				X					
Personal Wellness									
Students will									
❑ use strategies to maintain personal safety.		X						X	X
❑ determine the impact of exercise and nutrition on appearance, performance, and disposition.									X
Mental Wellness									
Students will									
❑ access consequences and risks, of choices and actions (e.g., smoking, drinking, other drug use) and suggest alternatives.									
❑ implement strategies (e.g., time management, decision making) to enhance personal success and achievement.							X		
Community Services									
Students will									
❑ evaluate agency and governmental standards (e.g., restaurant inspections, OSHA, water quality) and the part they play in the reduction of health risks.		X						X	
❑ describe the role of individuals and society in conserving resources.		X	X	X				X	
GRADE 8 PHYSICAL EDUCATION									
Personal Wellness									
Students will									
❑ enhance personal fitness goals and personal fitness programs.									X
Psychomotor									
Students will									
❑ apply movement concepts (e.g., space awareness, effort, formations that occur between objects and people) in various games and sports activities.		X							
❑ use basic offensive and defensive strategies in modified versions of team and individual sports.		X							
Lifetime Activity									
Students will									
❑ demonstrate sportsmanship (e.g., fair play, following rules, accepting officials' decisions, controlling responses) as it applies to participants and spectators.	X	X					X		
❑ develop techniques and refine skills related to performance in games and sports.		X					X		